



School Improvement Unit Report

New Farm State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at New Farm State School from 7 to 11 May 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Corner James Street and Heal Street, New Farm
Education region:	Metropolitan
The school opened in:	1901
Year levels:	Prep to Year 6
Current school enrolment:	372
Indigenous enrolments:	1 per cent
Students with disability enrolments:	1.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1146
Year principal appointed:	2012
Number of teachers:	15 classroom teachers
Nearby schools:	Brisbane Central State School, Kelvin Grove State High School, Windsor State School, Wilston State School
Significant community partnerships:	Community Education Program run by Parents and Citizens' (P&C) association
Unique school programs:	



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, Deputy Principal, Master Teacher, Support Teacher Literacy and Numeracy (STLaN), teacher librarian, special needs teacher/Gifted Education Mentor (GEM)
 - Business Services Manager (BSM), two administration officers and eight teacher-aides
 - Nine student leaders and five other students
 - Two specialist teachers
 - Parents and Citizens' (P&C) association president and five parents
 - Local Brisbane City Councillor
 - Head of Middle School, Kelvin Grove State High School.
 - Jabiru outside school hours care coordinator

1.4 Review team

Bert Barbe	Internal Reviewer, SIU (chair)
Tony McGruther	External Reviewer
Jim Tiernan	Peer reviewer



2. Executive summary

2.1 Key findings

- Parents and families play a significant part in the life of the school.

The Parents and Citizens' association co-ordinate the extensive after school community education program which provides families with a one stop shop for student involvement in learning other additional languages, music, dance, visual arts and sports. Funds raised through this program enhance resourcing for additional programs in the school such as the Mathematics licence and increased gifted education mentor time.

- The school has a narrow improvement agenda focused on reading and writing.

School leaders have introduced the evidence-based *Explicit Teaching* model across all classrooms. They have analysed school data and identified reading and writing as the explicit improvement agenda. Professional learning, allocation of teacher-aides and coaching are being targeted in these two areas.

- The whole school curriculum plan has yet to be fully documented.

The school is adapting the Curriculum into the Classroom resources to deliver the mandated Australian Curriculum subjects. Subjects delivered through the Queensland curriculum are less clear. School leaders meet with year level teams each term to plan units and monitor classroom delivery against the year level achievement standard. There is a documented pedagogical framework, however supporting documents do not clearly articulate the agreed pedagogical practices for teaching in the school.

- Data meetings assist teachers to monitor student learning and make adjustments to teaching.

School leaders meet with teachers each term to discuss class and individual student data, identify adjustments to teaching and alternative strategies as required. The school collects and analyses data on local spreadsheets. OneSchool is not being utilised for teacher collection, monitoring and analysis of student data as yet.

- School leaders are coaching and providing observation and feedback in some classes.

School leaders work in classrooms beside some teachers, modelling, observing and providing constructive feedback on agreed teaching practices such as *Seven Steps to Writing Success*. This is an emerging practice across the school.



2.2 Key improvement strategies

- Collaboratively develop a whole school curriculum plan as the single reference for curriculum delivery and monitoring teaching and learning.
- Refine the pedagogical framework in order to clarify the agreed consistent pedagogies for teachers.
- Develop collective ownership of the schools improvement agenda by all staff through development of targets for class groups and individual students.
- Monitor the achievement of these targets through timelines for monitoring student progress and through identification of specific team member responsibilities.
- Expand teacher data literacy skills, including the use of OneSchool, to enable storage and timely analysis of data at increasingly sophisticated levels.
- Provide a range of regular and timely coaching, observation and feedback opportunities for all teachers.